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ARCHITECTURAL AND PLANNING FEATURES OF EDUCATIONAL INSTITUTIONS OF THE LATE 19 – EARLY 20 CENTURY AS A CHARACTERISTIC OF IDENTITY OF THE HISTORIC TOWN CENTER*

Abstract: *The problems of underestimation of the role of historical continuity in the redevelopment of the Central part of cities in order to preserve the identity of the environment are analyzed. Architectural and planning features of educational institutions of the second half of 19 – the beginning of 20 century as characteristic of identity of the historical center of the small city on the example of the city of Grayvoron of the Belgorod region are considered. The article highlights the system of education in Russia, the creation of progymnasiums and male and female high schools for the education of children of all classes. The architectural styles and typological features of gymnasium buildings are analyzed. The paper emphasises the practical importance of the study of objects with signs of cultural heritage due to the subsequent development of design documentation for their restoration and adaptation for modern use, as well as the development of protection zones. Identification of originality and attractiveness of the urban environment will contribute to the creation of multifunctional cultural centers of the regional level and the maintenance of genetic (viable) functions of the historic city.*

Keywords: *historical and cultural heritage, architectural monument, reconstruction and restoration of architectural heritage, history of architecture.*

Introduction

Relevance of studying the historical and cultural heritage of small towns both in Russia and abroad is really high. First of all, it is connected with the threat of disappearance of a number of objects and the historical and cultural environment as an integral formation under the growing influence of the urbanization process of the historic town centers. Urbanization as a global process in each region has its own characteristics, stages and trends. Often, economic interests on the territory go ahead of the cultural ones. Preservation of cultural and historical heritage, saving monuments from destruction as a result of construction, should be among the priority tasks in order to preserve the identity of the environment. Researches have shown that the problem of underestimation of the role of historical continuity in the re-planning of the central part of towns and cities, which leads to the violation of the historically formed planning structure of urban centers, has become especially urgent in recent decades. Today we live in the era of globalization and search for a unique national culture is not only justified, but absolutely necessary [6,7].

The problems of preserving the historical and cultural heritage in historical towns and settlements are inseparable from the problems connected with their reconstruction, revalorization and fully-fledged use. Effectiveness of these activities aimed at preserving the individual

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appearance of the settlement, is largely determined by the preliminary scientific works on a comprehensive study of the historical and cultural heritage of the historic settlement. Nowadays scientists are engaged in applied aspects of reconstruction and restoration of the heritage. They are G.Grube, G.Muller-Menckens, A.Kuchmar, K.Schmidt-Thompson, D.Shuling – in Germany, G.Jovannoni, V.Frodl, A.Barbacci, G.Lichiardi – in Italy, S.Kantakyusino, S. Brandt, S. Ede, D. Battler, D. Barry Kallinwos, P. Najcamp, E. Brien, M. Binney, R. Sharpli and P. Hall – in the UK, H. Miklos, D. Dercheni in Hungary, J.Svabova and T.Rigl – in the Czech Republic, E.Valebrok and T.Tees-Evensen – in Norway, P.Leon – in France, E.Grushka – in Slovakia, B.Ramyshevsky, V.Borusevich – in Poland, B.Filden, P.Linstroom, D.Rodvell, D.Bonhem, C.Platt, A.Rovan, A.Rountry, P.Muik – in the USA, G.Raggers in the Netherlands, F.Lazin – Israel A.DariOmari – in Syria, H.H.Munir – in Lebanon, ET. Cherkasova – in Ukraine.

The principle of continuity, which determines the fundamental laws of development in architecture and urban planning, is fundamental in studying the process of preserving, accumulating and rehabilitating a valuable historical heritage for the purpose of strategic and operational planning. In the international Charter for the Protection of Historical towns adopted in Washington in 1987, in UNESCO's recommendations – historical and traditional ensembles and their role in modern life (Warsaw-Nairobi, 1976), in the declaration on the preservation of historical urban landscapes (Vienna, Austria, 2005), in the resolution of the ICOMOS Symposium on the Preservation of Small Historic Towns (Rothenburg, 1975), in the Declaration on the Preservation of the Environment of Heritage Buildings, Sights and Territories (Xian, China, 2005), and in other international documents, protection of historical towns and "the measures necessary for their protection, preservation and restoration, as well as their continuous development and harmonious adaptation to modern life" is priority [5].

The main points

In the Belgorod region preservation of the identity of historical settlements is also one of the significant problems of the territorial planning. The historical and cultural heritage of historical settlements is experiencing a new stage of reassessment, based on understanding the importance of preserving the heritage as a spiritual and material environment for human life. Preservation of the cultural heritage is synonymous with the preservation of the national identity. The principles of heritage preservation are considered in the context of formation of the concept of a humanitarian cultural landscape, the content and meaning of which is to consider and recognize it as a complex and integral object of the cultural and natural heritage [5].

In connection with the abovementioned, the aim of the study is to identify the regional and national features of the preserved cultural heritage objects in small towns in the second half of the 19th – early 20th centuries in order to form an identity of the environment both in the territorial and strategic, planning.

Educational institutions of the second half of the 19th early 20th centuries are the objects under study.

Qualitative changes in the planning of historical urban centers reflect the cyclical nature of the development of the planning structure. Therefore, in order to preserve an individual appearance of the town, it is necessary that each stage of the planning process would develop the basic ideas and principles on a new level, laid down on the previous one. Comparative characteristics of historical small towns reflect the dynamics of the development of the city-forming base and the development of human potential in the towns under study. The small towns of the Belgorod region, which in most cases were built as fortresses of the Belgorod line with a multifunctional town-planning base, preserved historical continuity in the sectoral structure of the economy, developing not only production but also human potential [4].

Objects of cultural heritage, surrounded by traditional buildings of historical urban centers, which in a complex make up the historical and cultural potential of the inherited environment of historical inhabited places, possess town-forming features that determine the system of

regulation of the planning and architectural and design activities. Protection of objects of the urban development and planning is the most vulnerable part in monuments protection activities because of inadequate elaboration of the regulations in their preservation and restoration.

Let us consider the architectural and planning features of the objects of cultural heritage on the example of Graivoron, a small town in the Belgorod region. As a result of the study of the buildings and structures in the historical center of Graivoron, it is revealed that 33.5% of the survived historic landmarks are educational institutions (Fig. 1).

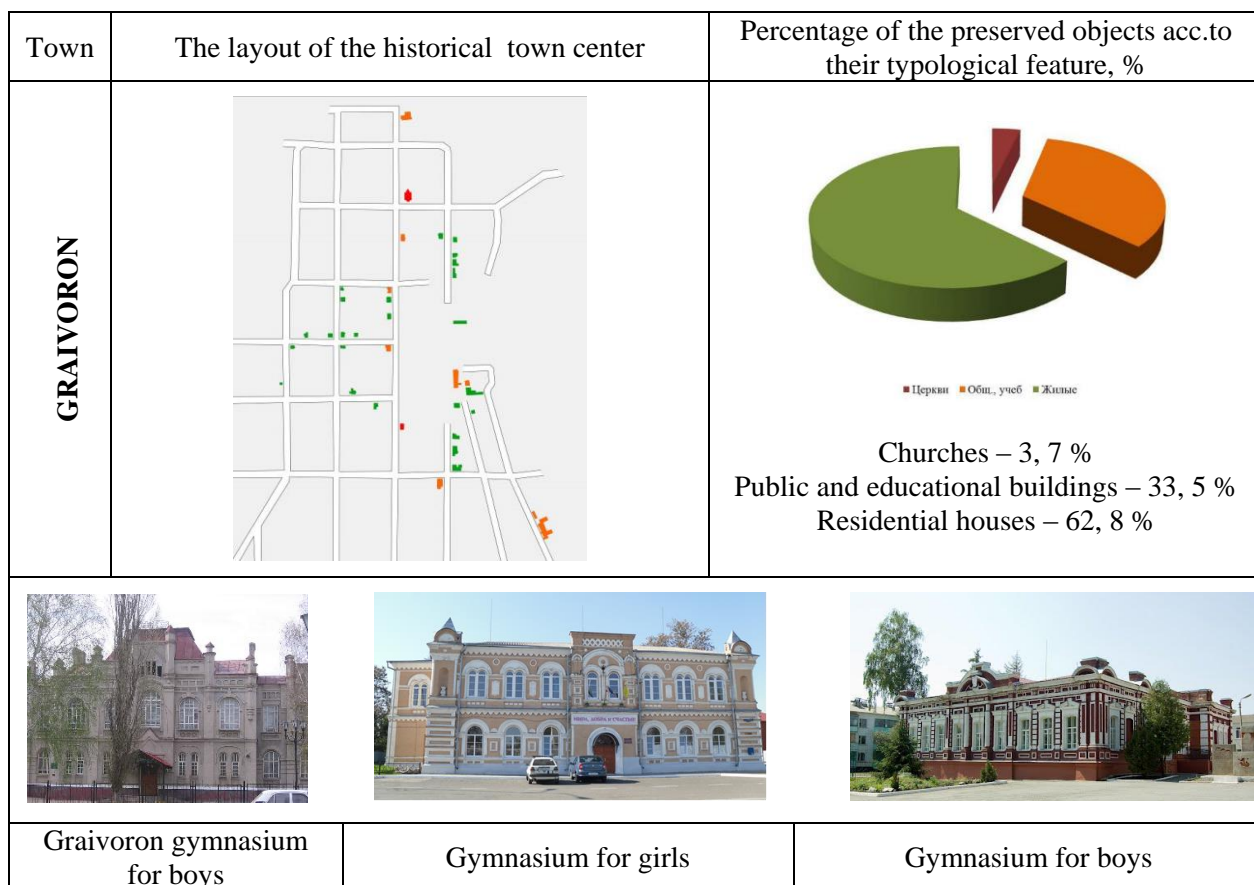


Figure 1. Location of historical and architectural landmarks on the territory of the historic center of Graivoron [4]

Let us consider the architectural and planning features of the preserved educational buildings that are monuments of the cultural heritage as a characteristic of the identity of the historic town center (Table 2).

Let us consider the architectural and planning features of educational institutions of the second half of the 19th – early 20th centuries in the historic town center of Graivoron (fig.1).

Abolition of serfdom by Alexander II, progress of the industrial production and the establishment of capitalism in Russia in the second half of the 20th century caused profound changes in all areas of culture. Postreform Russia was characterized by an increase in literacy of the population, the development of various forms of education. In 1864 it was published "The Statutes for Gymnasiums" and "The regulations on Public Colleges", that regulate primary and secondary education. It was introduced a comprehensive education. Along with the state schools there were Zemsky, parish, Sunday and private schools (Table 2). Gymnasiums were divided into grammar schools and secondary schools teaching no classics. Children of all classes who were able to pay for their education attended those schools.


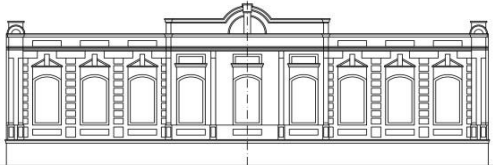

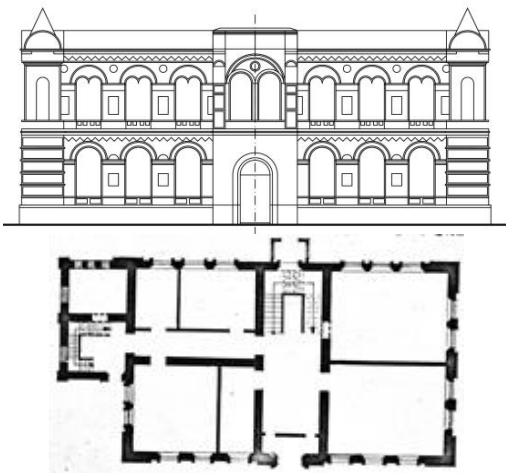
No	Objects, Objects' building year		Style features	Location
Churches				
1	Parish schools. The 2-d half of XIX century		Eclecticism	Graivoron 19, Mira street
Public and educational structures				
2	The building of the former gymnasium for boys №1, the year of 1877		New Russian style	Graivoron, 2a, Gorky str.
3	The building of the former gymnasium for boys № 2, the year of 1910		In a Gothic style with the use of classicism	Graivoron, 2, Gorky str.
4	Gymnasium for girls. The year of 1875		External decorative ornamentation in a pseudo- Russian style with the use of the components of the Byzantine architecture	Graivoron, 32 Lenina str.

Figure 2. The educational institutions are the historic and architectural landmarks on the territory of the historic center of Graivoron of the Belgorod region

The parish school, which was opened in 1834, started public education in Graivoron. Opening the progymnasiums for boys and for girls (a progymnasium is a secondary school in the Russian Empire with a curriculum for the first four junior classes of the gymnasium, which was established in 1864. They were opened in towns where there were no gymnasiums) figured prominently in the development of education in the county in pre-revolutionary years. According to the "Regulations for gymnasiums for girls and progymnasiums", the gymnasium for girls in Graivoron was opened in about 1870 (the archival documents of the gymnasium for girls dated of January 17, 1870) with seven classes and the number of school-girls – 587. Before that there were

140 pupils in the gymnasium. They were children of well-off parents from all over the county. A new building of the gymnasium for girls was built in 1875. The building is located in the town centre at the intersection of the present-day Lenin and Zhukov streets. The building has got two floors; it is made of stone. The rectangular space-planning structure is complicated by the attached small building to the lateral eastern facade. In the spacious structure the centres on the main, lateral and western facades are accentuated by shallow rizalits. The corners of the building on these facades are fixed at the level of the first floor by square decorative brickworks (shirinka), at the level of the second floor – by the exedras with flowerpots. The facades are decorated with the architectural components:

- 1) a pediment, going beyond because of its greater thickness;
- 2) a breast belt, bounded on the top by profiled shelves with window-sills, which are decorated with two perspective niches;
- 3) inter-floor belt, bounded from below by profiled shelves with a crenellated belt and window-sills with overlaid boards;
- 4) a crenated frieze and a profiled cornice as the ending of the facade;
- 5) rhizalits with attics;
- 6) angular pilasters fixed by the corbel arches (kokoshnick);
- 7) the main entrance into the building along the axis of the central rizalit;
- 8) large arched windows of the first floor;
- 9) narrow, grouped by two windows on the second floor, which are framed by archivolt, supported by reins.

The planning structure of the building that has survived up to this day reflects the original layout of the educational building. There were classrooms and a small school hall in the gymnasium. In the centre of the plan there was a transverse corridor opposite the main entrance, from which they can enter all the classrooms of the gymnasium. The three flight stair closes the axis of the main entrance. The stucco decor survived in the interior of the building. Currently, the local authorities of the town of Graivoron occupy the building. The building of the former gymnasium for girls is an element of the building of the historic centre of Graivoron. The architecture of the building is typical for a "New Russian style" with domination of the Russian-Byzantine elements in the design of the facades [3].

The final stage in the development of the educational institutions at the beginning of the 20th century in Graivoron was opening of the gymnasium for boys in 1907 (before that there was a progymnasium for boys), built on the money of the landowners and merchants of the town, by the initiative of the head of the Graivoronsky Zemsky Council, landlord Chekhov A. I, who became its first Principle. First, the gymnasium was situated in a small building (now it is a music school), and in 1910 it moved in a specially built building (now it is gymnasium No. 1). The gymnasium provided a classical eight-year education. Its leavers had the right to enter university without exams.

The original building of the gymnasium for boys in Graivoron was built in 1877. It is located on the corner of Gorky and Mira streets. The main façade faces Gorky street. The layout of the building is "P" – shaped. It is a brick one-storey structure. Until now, the space and planning concept of the building has remained unchanged. The rooms were partially re-planned. The main entrance, located on the side facade, faces a new building of the gymnasium building, which was built 20 meters from it. The original building of the gymnasium for boys is a vivid example of a public building built in a New Russian style, typical for the end of the 19th century. The elegant decor of the building includes rusticated bands between the windows, window perches, paneled pilasters and niches under the windows and on the frieze.

In 1910, according to the project of architect Kornienko, a new two-storey building of the gymnasium for boys was erected. The town council had to borrow funds for its construction from the town Treasury, the Kharkov land- bank and from the wealthy townspeople. The configuration of the layout of the gymnasium is "T"-shaped and it has two "wings" – the western (yard) and the

east ones. The main eastern facade of the building of the gymnasium faces the central square and the House of Culture. It is a two-storey brick building with plastered walls which was erected on a high basement. The construction of the main facade represents a picturesque symmetrical composition, reinforced by an elevated central rizalit. The facade of the building has some rizalits: a central one, divided by pilasters into five strands and flat lateral ones. The main entrance, located in the center of the facade, is accentuated by a high attic, cut with vertical dormer windows in a triangular fronton.

In the stylized Gothic decor, there is the influence of classicism and modernism, especially in the towers that finish the pilasters, and in a high pyramidal roof with a cut top over a group of the lobby rooms. The rizalit of the main entrance has a step wide attic with five windows, which illuminates the school hall on the second floor. The paneled niches are used in the elegant facade decoration – the window sill ones and in the risalits, fan-shaped tops of the large arched openings, the edges above the paired narrow windows, triangular figures, dentils and rustication in the pillars. The western wing of the gymnasium is cut by uniaxial large windows with arched crosspieces; there are cornices under the windows. The stairway, located at the end of the western wing, is emphasized by the pilasters. The entrance to the building located on the main facade leads to a spacious lobby with two rows of pillars dividing the lobby into three parts. The lobby is planned in two levels with a difference of one and a half meter. There are offices on both sides of the lobby. On the axis of the main entrance there is a corridor going to the west. The classrooms are located along the north side of the corridor. On the south side between the eastern and western wings there is a front three-flight stair, at the end of the west wing there is a two-flight stair. Molded rosettes, cornices, decorative design of the stage's portal, corbels, ceramic tiles manufactured by the "Bergenheim Partnership" in Kharkov, stairs with a metal rail fence with rapiers of a strict geometric pattern [2] survived in the interior of the school hall. After the revolution of 1917, the gymnasium was reorganized into a comprehensive secondary school, and in 1920 it was given the name of F. Engels. In the second half of the XX century a new school building was attached to the end of the western wing. At present, Graivoronskaya secondary school with advanced curriculum in some subjects is in the buildings of the former gymnasium for boys. The building of the gymnasium for boys represents an original sample of architecture in the spirit of imitation of Gothic with the use of classic techniques. It is distinguished by a picturesque three-dimensional composition and style wholeness.

Conclusion

The formation of an identical urban environment takes place over a long period of time, being the work of many generations. Each century leaves its mark on the town appearance, on the peculiarities of the buildings styles, fills with new architectural masterpieces, forming the unique environment of towns and cities. Therefore, one of the primary tasks associated with the development of urban space is the preservation of historic streets, buildings and structures. Historic streets are being formed over many years or even centuries. They combine a variety of architectural styles and schools. The architectural style in one form or another reflect the features of the social and economic system, characteristic for this era of understanding the functional tasks of architecture, the prevailing system of ideological and artistic views, the level of development of construction equipment. The main part of historic and architectural landmarks on the territory of the historical settlements, preserved up to present days, was built in the period from the 19th century to the beginning of the 20th century.

In the XVIII century in Russia education was a privilege of the highest nobility, but already in the first quarter of the 19th century. it became widespread among the gentry, and in the post-reform period (after 1861) and among the merchants, lower middle classes, craftsmen. In the decree of 1803 on the "Provisional regulations of public education" education became a state task. In 1864 it was issued the "Statutes of Gymnasiums" and the "Regulations on National Colleges", regulating primary and secondary education. Children of all classes who could pay for

their education were admitted to these gymnasiums and colleges. In 1869, the first women's educational institutions, "Higher Women's Courses" with university programs, were established. The "Statutes on Gymnasiums" and the "Regulations on National Colleges" gave a powerful impetus to the construction of educational buildings throughout Russia. Gymnasiums were built not only in provincial towns, but also in small (district) centres. As a rule, gymnasium buildings in the urban planning acted as architectural accents. Integration of cultural heritage sites into the modern urban environment allows preserving the "spirit of the place" and will allow to implement the following principles:

1. The centrality and coherence of the spatial composition of the historic town.
2. The natural evolution of the composition of the layout of the historic town.
3. Stability of functional and spatial relationships.
4. Typological continuity.

Spatial adaptation of architectural landmarks and urban planning and the choice of targeted use of heritage objects on the territory of historical areas should be determined by monitoring the state of the historical urban environment and architectural and planning analysis that clarifies the design situation in relation to the prospects of town development.

The practical importance of studying cultural heritage sites and objects with cultural heritage is due to the subsequent development of the project documentation for their restoration and adaptation for modern use, as well as the development of protection areas. Identification of the specificity and attractiveness of the urban environment will promote the creation of multifunctional cultural regional centres and maintenance of the genetic (viable) functions of the historic town (Cherkasova, Sementsov).

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